

ELA ACTION PLAN	
Key Performance Outcome: 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2027 and the median student growth percentile will be 75% by 2027.	
Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
<ul style="list-style-type: none"> Implement effective Tier 1 reading instruction by utilizing the district adopted curriculum emphasizing the key components of the Science of Reading (dedicated time to Foundational Skills and Word Study). 	<ul style="list-style-type: none"> Measure growth and proficiency with the following assessments: <ul style="list-style-type: none"> i-Ready data Kindergarten Assessment Resource Kit (KARK) Oral Reading Fluency (ORF)
<ul style="list-style-type: none"> Administer Reach for Reading summative unit assessments to determine next steps for reteaching. 	<ul style="list-style-type: none"> Measure growth and proficiency with the following assessments: <ul style="list-style-type: none"> Reach for Reading Summative End of Unit Assessments
<ul style="list-style-type: none"> Implement Tier 2 differentiated instruction during ELA group time using research-based intervention resources such as Reach into Phonics and/or i-Ready Tools for Instruction. 	<ul style="list-style-type: none"> Measure growth and proficiency with the following assessments: <ul style="list-style-type: none"> i-Ready student growth data Student progress towards proficiency using i-Ready personalized instruction data
<ul style="list-style-type: none"> Utilize the schoolwide Professional Learning Communities (PLC) structure for teams to plan, implement and reflect on instruction and assessment to monitor completed teaching and learning cycles using grade level common assessment data. 	<ul style="list-style-type: none"> Measure growth and proficiency with the following assessments: <ul style="list-style-type: none"> i-Ready data KARK ORF Reach for Reading Summative End of Unit Assessments

Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
<ul style="list-style-type: none"> Implement Tier 1 writing instruction utilizing the district adopted curriculum (grades K-2 Building Foundations that Last (BFTL) and grades 3-5 Reach for Reading writing components) emphasizing consistent writing in all grade levels. 	<ul style="list-style-type: none"> Measure proficiency with the following assessments: <ul style="list-style-type: none"> Reach for Reading Unit Tests- student response to writing prompts Grade level formative writing samples Grades K-2 David Matteson writing samples Grades 3-5 summative essays

MATH ACTION PLAN Key Performance Outcome: 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2027 and the median student growth percentile will be 75% by 2027.	
Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
<ul style="list-style-type: none"> Implement effective Tier 1 math instruction by utilizing the district adopted curriculum, Illustrative Mathematics (IM), to include all elements of lesson design-launch, explore, synthesize and the use of math centers. 	<ul style="list-style-type: none"> Measure proficiency with the following assessments: <ul style="list-style-type: none"> Progression on the IM implementation rubric IM end of unit assessments i-Ready data
<ul style="list-style-type: none"> Administer IM summative unit assessments to determine next steps for reteaching. 	<ul style="list-style-type: none"> Measure growth and proficiency with the following assessments: <ul style="list-style-type: none"> IM Summative End of Unit Assessments
<ul style="list-style-type: none"> Implement Tier 2 differentiated instruction during math group time using information from i-Ready personalized instruction, IM end of unit (EOU) assessments, cool downs and/or checkpoint assessments. 	<ul style="list-style-type: none"> Measure growth and proficiency with the following assessments: <ul style="list-style-type: none"> i-Ready student growth data Student progress towards proficiency using i-Ready personalized instruction data
<ul style="list-style-type: none"> Utilize the schoolwide Professional Learning Communities (PLC) structure for teams to plan, implement and reflect on instruction and assessment to monitor completed teaching and learning cycles using grade level common assessment data. 	<ul style="list-style-type: none"> Measure growth and proficiency with the following assessments: <ul style="list-style-type: none"> i-Ready data Reach for Reading Summative End of Unit Assessments

SCIENCE ACTION PLAN Key Performance Outcome: 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027.	
Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
<ul style="list-style-type: none"> Implement effective Tier 1 science instruction by utilizing the district adopted curriculum. Pilot using the Next Generation Science Standards (NGSS) aligned assessments to measure progress. 	<ul style="list-style-type: none"> Measure proficiency with the following assessments: <ul style="list-style-type: none"> NGSS aligned assessments
<ul style="list-style-type: none"> Utilize Washington Comprehensive Assessment of Science (WCAS) resources to intentionally prepare students for item content and types encountered on the summative state assessment (e.g., WCAS Item Specification, NGSS Evidence Statements, grade 5 Training Test, Lessons Learned 2020-21 and grade 5 Test Design and Item Specification Webinar). 	<ul style="list-style-type: none"> Measure proficiency with the following assessments: <ul style="list-style-type: none"> Use of at least one WCAS aligned unit summative assessment

Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.

Key Performance Outcome(s):

Welcoming Culture: Increase by at least 3% on the 2023 spring parent and student Panorama Survey for sense of belonging and school safety.

Equitable and Accessible Opportunities: 77% of Multilingual Learner (ML) students will be on track to transition out of services within six years by 2027.

Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

Key Performance Indicators (KPIs)

(Formative measures of actions)

What measure will you use to determine the success of your action items?

Welcoming Culture

<ul style="list-style-type: none"> Implement equity and inclusion staff trainings focused on relationship building and implementation of the culturally responsive strategies framework (self-awareness, knowledge and skill). 	<ul style="list-style-type: none"> Number of trainings and time spent focused on equity work
<ul style="list-style-type: none"> Implement an equity team comprised of staff members. 	<ul style="list-style-type: none"> Number of equity meetings and actions completed
<ul style="list-style-type: none"> Conduct data analysis of Panorama Education in grades 3-5 social emotional fall survey to determine next steps for improving students' school Social-Emotional Learning (SEL) experience. We will also pilot using Panorama Education to track Tier 2 interventions. 	<ul style="list-style-type: none"> Panorama user data results
<ul style="list-style-type: none"> Use the Second Step curriculum and daily dedicated time focused on intentional SEL instruction to improve emotional regulation and Growth Mindset. 	<ul style="list-style-type: none"> Panorama spring 2022 results

Physically, Emotionally, and Intellectually Safe Environment

Physically

<ul style="list-style-type: none"> Implement authentic safety scenarios connected to unexpected schoolwide safety drills. Professionally develop staff in the protocols for Run, Hide, Fight facilitated by the district safety officer. Consistent implementation of Positive Behavior Interventions and Supports (PBIS). 	<ul style="list-style-type: none"> Number of authentic and unexpected all school safety drills Schedule and follow through of district safety officer at a staff meeting
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Emotionally <ul style="list-style-type: none"> Implement the Tier 1 SEL curriculum (Second Step) with fidelity during the schoolwide block dedicated to SEL. Implement the school counselor meeting with Tier 2 students in small groups focused on emotion regulation. 	<ul style="list-style-type: none"> Monitoring by administrators of Tuesday lesson implementation Monitoring by administrators of SEL block time being used for SEL instruction
Intellectually <ul style="list-style-type: none"> Explore understanding and implementation regarding how to implement Multi-Tiered System of Supports (MTSS) aligned Tier 2 and Tier 3 interventions and supports for academics, behavior and SEL. 	<ul style="list-style-type: none"> Number of meetings with our MTSS district coordinator and planning meetings with the Tier 2 team
Equitable and Accessible Opportunities	
<ul style="list-style-type: none"> Roster and integrate students in Extended Resource classrooms into grades K-5 general education classrooms, specialists, and during lunch/recess to increase access to grade level curriculum and social interaction. 	<ul style="list-style-type: none"> Increase in inclusive minutes per student
<ul style="list-style-type: none"> Intentional implementation of the WIDA and utilizing baseline results to make an action plan for our ML students to ensure they are transitioning out of the ML program within 6 years. 	<ul style="list-style-type: none"> Number and quality of plans produced based on WIDA data
<ul style="list-style-type: none"> Provide training to staff on the relationship between MTSS, special education referral, and evaluation processes. 	<ul style="list-style-type: none"> Number of staff trainings by the school psychologist Number of students referred for Tier 1 interventions compared to the number of teacher special education referrals from the previous school year

ATTENDANCE

Key Performance Outcome(s):

Attendance rates will reach 90% for all and every subgroup by 2027.

Attendance Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

- Monitor attendance and develop action plans for students who are at risk of becoming chronically absent:
 - Attendance Team meets monthly reviewing student absences;
 - Implement attendance interventions, i.e., small group rewards and tracking for focus students; and
 - Utilize Panorama to document attendance intervention attempts.

Key Performance Indicators (KPIs)

(Formative measures of actions)

What measure will you use to determine the success of your action items?

- Monthly attendance rates

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase by at least 3% the family engagement, school fit, and family-school communication sections found on the 2022 Spring Panorama survey.

Family Partnerships Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

- Improve communication and engagement between school and home.
 - Continue to utilize online platforms to communicate with parents:
 - Remind, Seesaw, Canvas, Google Classroom, Blackboard Connect, Facebook, Twitter
 - Produce vital documents in multiple languages- Spanish, Ukrainian and Russian:
 - Utilize translated subtitles in PowerPoint presentations and Zoom;
 - Translate all family flyers and documents;
 - Professionally develop teachers to know how to make presentations and all communications language accessible for parents; and
 - Ensure all Blackboard Connect phone calls and emails are translated into multiple languages.
 - Allow parents many avenues to provide feedback about Mill Creek Elementary:
 - Promote Let's Connect district meetings;
 - Analyze district parent surveys for next steps, i.e., Panorama;
 - Start Natural Leader meetings to gather feedback; and
 - Promote PTA meetings.
 - Investigate new social media platforms in hopes of appealing to all families and increasing our communication reach:
 - Facebook
 - Instagram

Key Performance Indicators (KPIs)

(Formative measures of actions)

What measure will you use to determine the success of your action items?

- Number of attendees at events
- Number of followers on Facebook, Twitter
- Number of documents translated into other languages
- Number of respondents to feedback methods

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

50% or more of the teaching staff utilize Performance Matters for data monitoring and/or for implementation of assessments.

80% of students in grades 1-5 will meet the weekly math and reading lesson i-Ready goal.

Instructional Technology Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
<ul style="list-style-type: none">Explore Performance Matters (PM) as a tool for assessment and monitoring data.	<ul style="list-style-type: none">PM user tracking results, number of tests teachers use in the PM system
<ul style="list-style-type: none">Implement consistent opportunities for i-Ready personalized instruction and monitoring of lessons.	<ul style="list-style-type: none">i-Ready data indicates consistent student attainment of three math lessons and two reading lessons passed per week for grades K-2 and two math lessons and one reading lesson passed per week for grades 3-5i-Ready lesson passing rates and student time on task